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ABSTRACT

This third of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice is the Responsibility of Educators) series deals with analyzing and developing procedures for dealing with sexual stereotypes and biases reflected in learning and counseling materials with the schools. (See Note about other modules.) The module helps workshop participants (1) develop criteria for evaluating instructional and counseling materials in terms of sexual and cultural bias, (2) examine currently used materials to determine if they include evidence of bias, (3) examine current procedures and criteria for the selection of counseling and instructional materials, (4) examine the flexibility of the curriculum in order to determine the potential for change, and (5) develop supplemental activities to assist in working with biased instructional materials. The module provides workshop facilitators with instruction guidelines, participant activities, and supplemental reading materials. Examples of the fourteen participant activities include "Who's Who?" "Developing Criteria," "Create a Sex-Fair Story," and "Differential Treatment." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings to support specific activities. (YLB)

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ASPIRE Module 3 Evaluating Instructional Materials

Awareness of Sexual Prejudice Is the Responsibility of Educators

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PREFACE

When we first learned of the opportunity to write for Women's Educational Equity Act funds, I knew by virtue of my number of years in Livonia Public Schools and the attitudes and practices I had both observed and been privileged to be a part of, that there were a number of people who would be interested in pursuing this project. To that end, I assembled a committee of some twenty persons representative of all phases of the educational system to brainstorm the direction we might take in a proposal. From that group came the basic format which has now resulted in the modules as here presented.

Building from the original group, this project has involved the efforts of some fifty persons, representative counselors, teachers, administrators, parents and students. No project of this dimension could ever be achieved without the careful leadership of a person or persons who understand the objectives and possess the sensitivity necessary to evoke the best from each participant to obtain the major goal. In the case of Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators), there are two such people. Mrs. Harriet Shogan, Social Studies Coordinator for Livonia Public Schools, has served as advisor to the project and liaison to my office. This has been invaluable. Of even greater importance, however, have been the expertise and complete dedication of Ms. Barbara Mullally, who was the director of this project. She has even managed to raise the consciousness of those of us who so smugly thought we were already aware.

It goes without saying and yet it must be said that the support of a Superintendent of Schools and a Board of Education is of the utmost importance. That has been accorded us in full measure.

This represents our first effort at the production of material of this nature; we hope it will not be our last. In any event, we are mindful of the fact that no material will stand alone in addressing the many practices of sexual prejudice towards both males and females existent in our society. That must occur within our consciences and behavior. Our thesis has been that an awareness of the former would serve to bring about the latter. We offer these materials as a beginning step in that direction.

Esther B. Heusner
Director of Curriculum
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OBJECTIVES

1. *Participants will develop criteria for evaluating instructional and counseling materials in terms of sexual and cultural bias.*

2. *Participants will examine instructional and counseling materials currently employed by the school system to determine if they include evidence of sexual and cultural bias.*

3. *Participants will examine current procedures and criteria for the selection of counseling and instructional materials.*

4. *Participants will examine the flexibility of the curriculum in order to determine the potential for change.*

5. *Participants will develop supplemental activities to assist them in working with biased instructional materials.*

Activities are coded to indicate the objectives they address.

It is highly recommended that at least two activities be chosen to treat each objective. Validated activities are presented first, followed by supplementary exercises, which were not tested through Project ASPIRE.

Facilitators are encouraged to design workshops to meet the needs of the particular group with whom they work. Diagnosing these needs by means of an early contract setting activity will allow for appropriate and meaningful planning. Initial sessions should also include an introduction to the group communication rules outlined on page 4.

OVERVIEW

The goal of Module III is to assist participants in the analysis and development of procedures for dealing with sexual stereotypes and biases reflected in learning and counseling materials within the schools.

Module III is designed to enable participants to accurately evaluate instructional materials in terms of sex-role stereotyping. Activities assist them in the development and utilization of evaluative criteria for assessing materials used in their own educational or counseling setting.

Initial activities are designed to pinpoint evidence of sex-role stereotyping in currently used instructional materials. Strategies will help participants become aware of the various expressions of sexual bias evident in printed and audio-visual materials. References will be made to research conducted on widely used textbooks and other instructional materials. Participants will learn to develop their own criteria to evaluate materials. Incorporating their new learnings, participant groups will produce a set of evaluative criteria. The validity of the product will be established as participants evaluate their own textbook materials for sexual bias. Additional evaluative criteria developed nationally will also be used by participants to finalize an effective instrument.

A knowledge of the school system's procedures and policies, in conjunction with an awareness of material content, is necessary to equip educators to effect changes. A presentation format and follow-up activities are suggested as a vehicle for supplying this information and for examining the flexibility of the curriculum to determine the potential for change.

Fiscal realities dictate the necessity of using current instructional materials as tools to create an awareness of sexual bias. Activities enlist the skill and awareness of participants in the development of coping activities and strategies for increasing publishers' awareness of their role in sex-fair education.

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GROUP FACILITATION

Effective group facilitation is a complex task involving a number of leadership and human relationship skills. This is particularly true when the group is focused on sexism in the schools, a potentially sensitive and emotionally laden topic. The purpose of this section is to discuss some useful leadership skills and techniques, present a few problems and pitfalls you are likely to encounter, and provide you with some additional resources and references that may be helpful to you.

First, it is important for you as a group leader to examine your own skills, attitudes, and beliefs carefully. Who are you? What are your motives for leading a group on sexism? What are your attitudes and beliefs about sexism? What are your goals for this group? These must be clear! Do you believe in and respect the uniqueness of each participant, and trust that everyone has something to contribute to the group? Are you positive in your approach to the group members--will they perceive that you are for them? Do you feel secure enough about yourself so you can truly listen to others and be accepting of opinions and feelings that differ from your own? Because you will also be a participant in many of the activities you lead, you will learn and grow, and perhaps occasionally be confronted and criticized. Can you model an open and accepting attitude towards negative feelings that are directed to you? It is necessary that you consider these questions before the group begins.

People often have deep feelings, strongly held beliefs, and rigid defenses about the topic of sexism. It is your function to model and create an atmosphere of warmth, trust, and acceptance within the group. Without these conditions being present, individuals are unlikely to temporarily let down their defenses, explore honestly their feelings and attitudes, and participate actively in the group. Some suggestions that are likely to produce a cohesive, well-functioning group include dispensing with unnecessary formalities (use first names), listening attentively to what each group member has to say, clarifying and reflecting what group members have said, but refraining from preaching, evaluating, or moralizing. Resistance is an inherent, vital part of attitude change. Patience and authentic acceptance will best facilitate growth.

Be aware of the power and value of silence--use it effectively. Occasional lapses in discussion may mean that participants are thinking, and sometimes periods of silence give the more reticent members an opportunity to speak. Allow the silence to extend for a minute or so without interrupting it with a comment or question. Notice and acknowledge (when appropriate) group members' nonverbal behavior ("Jack, I've noticed that you have turned your chair away from the group"), encouraging interaction among the participants by pointing out commonalities ("Sheila, you and Sam seem to be concerned about the same issue"). If comments seem to be directed mostly at you, perhaps you are regarded as the authority rather than as an equal member of the group.

Continually examine the group process, and ask yourself these questions: (1) Is the group utilizing its own resources, or are a number of participants inactive and uninvolved? (2) Is there a feeling of freedom and trust in the group that encourages participants to express their real concerns and feelings without reservation? (3) Do group members seem to be holding on to strong feelings that relate to things that have happened in the group? (4) Is the group cohesive, or have cliques and subgroups formed? Your awareness of these group problems may provide an opportunity for you to intervene with strategies to promote a more healthy functioning of the group.

Your role as a group facilitator is to promote cohesiveness and interaction, model good human relations skills, assist in the resolution of interpersonal conflicts, and present the activities suggested in this manual. To do all these effectively you need to develop and practice a number of skills:

"I MESSAGE"--a statement of belief or feelings that demonstrates ownership and responsibility for the message (e.g., "I feel confused," as opposed to "This group sure is confused").

STRUCTURING--providing participants with purposes, procedures, and guidelines for all sessions and activities.

UNIVERSALIZING--pointing out that participants often share feelings and attitudes that they previously may have perceived as being unique to them.

LINKING--pointing out similarities and differences in the comments of group members.

FEEDBACK--letting others know how their beliefs, feelings and behaviors affect us. This is usually most meaningful when it is done in a caring and nonjudgmental way.

REDIRECTING--turning a question back to the group or individual participants.

QUESTIONING--open-ended questions ("How are you feeling right now?") are generally more effective than structured questions ("Are you angry?").

PROVIDING ENCOURAGEMENT--encouragement and reinforcement for participation will increase involvement and group members will soon begin to encourage each other.

SUMMARIZING--it is important to be able to succinctly summarize at various points during the session. This might include the paraphrasing of a participant's comments, or a concluding summary at the end of an activity.

REFLECTING--the identification and "checking out" of group members' feelings will encourage their expression and clarification.

These skills need to be taught to participants during the first meeting. The model you present to the group will be extremely important in assisting individuals in acquiring these skills and in promoting healthy group functioning throughout the training program.

Even the skilled facilitator will occasionally experience difficulties in group leadership. Participants may appear bored or uninvolved in certain activities, and groups often go through stages of development in which hostility and criticism are directed at the leader. It may be helpful to know that these reactions and feelings are not uncommon, and that flexibility in planning and sincere, nonevaluative empathic listening will be useful to you during these difficult periods. The utilization of co-facilitators may also be worth your consideration--the responsibility for the group can be shared, and you also have someone to talk with regarding group problems.

Many difficulties in groups are caused by problems in communication. As leaders, we assume that the words we use will have the same meaning to others that they do to us, and that we will automatically know the meaning of the words that others say to us. Consequently, meanings are misperceived, and confusion results. It is important that we frequently "check out" the messages we receive ("I think you're saying...") and solicit feedback and questions from the group regarding our communication to them ("Would someone like to say back to me in your own words what you think I said?"). Taking the time to clarify communication does not demonstrate lack of skill on our part, but illustrates our understanding of the importance of clear communication for effective group functioning.

The role of the group facilitator can be a difficult and demanding one. However, if you have taken the time to learn about yourself prior to the group's inception, have developed the suggested interpersonal skills, have familiarized yourself with the activities planned for the session, possess a flexible approach to planning, and are perceived by the participants as someone who is "for them," the results are likely to be highly positive for you and the group members. Remember, who you are will be as important as what you know about sexism in making the group a successful learning experience for everyone involved.

Prepared by Dr. Dennis C. Sparks, Livonia Public Schools.

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CONTENT DEFINITIONS

The following definitions were developed by the staff of Project ASPIRE. They are intended as suggested guidelines for discussion. Facilitators are encouraged to assist participants in adapting definitions to their particular school setting.

Sexism manifests itself in the school setting when human potential for growth and development is limited by the arbitrary assignment of certain traits, abilities and expectations to students solely on the basis of sex, regardless of their attributes as individual people.

Sex-Role Stereotyping is the act of classifying and labeling human beings into fixed gender-based roles which are based upon preconceived perceptions learned in and reinforced by society.

Sexual Identity: One's sexual self-concept in accordance with culturally and biologically determined factors; often setting up limitations and expectations.

Sexual Prejudice and Bias are sets of conscious or unconscious perceptions regarding gender that are based on personal and cultural values and that contain certain qualities:

- Bias may be injurious and/or negative, and may not be based on experience.
- Prejudices may be injurious and rigid, may not be based on prior knowledge or experience, and may be reinforced by institutions and society.

Sexual Discrimination is an overt expression of bias, prejudice and/or stereotyping based on gender, which can exclude or restrict the maximum growth and utilization of an individual's potential and which manifests itself in many different forms.

Androgyny: The concept that people are individual blends of capabilities considered both masculine and feminine according to the traditional stereotypes. People of either sex can have both "masculine" or "feminine" characteristics. An androgynous person could adapt more easily to different situational demands by behaving in a manner consonant with the situation regardless of whether the behavior falls within the usual sex-role stereotypes.

PROCESS DEFINITIONS

Frequent reference is made to the following group process strategies throughout the training module. Facilitators are encouraged to incorporate these and other familiar strategies into training sessions, adapting to the needs of the participating group.

Brainstorming: A widely-used problem-solving tool which encourages participants to use their imaginations and be creative. It helps elicit numerous ideas focused on a given topic. Quantity is encouraged. Quantity eventually breeds quality. After a question is posed by the facilitator, participants call out or list any and all ideas without taking time to comment or evaluate. The ban on evaluation is then lifted and groups or individuals work to build upon or modify the ideas generated into a specific theme suggested by the facilitator.

Whip: A simple and rapid means for participants to identify their own reactions and those of others. The facilitator poses a question to the group and provides a few moments for thought. Then the facilitator "whips" around the group, inviting brief, succinct answers. Participants may choose to pass.

Values Voting: A strategy which provides participants an opportunity to publicly affirm feelings and opinions surrounding a discussion topic by voting. As a question is presented, prefaced by "How many of you...," participants express agreement with a raised hand, disagreement with a thumbs-down gesture, and indecision by folding their arms. Varying degrees of intensity of feeling may be expressed by exaggeration of the gestures.

I Learned Statements: A closure strategy to assist participants in processing personal learning gained through one or more activities. Participants respond in writing or in a group to such sentence stems as:

- I learned...
- I discovered...
- I was surprised that...
- It was confirmed for me that...
- I was reminded that...

Sharing such statements is, of course, optional.

Rank Order: A strategy used to clarify participants' feelings or values by prioritizing a list of three or more ideas, objects, feelings, etc. in relation to a question posed by the facilitator. Follow-up discussion is optional.

Fishbowl: A discussion strategy which encourages group listening. A group forms two concentric circles. The inner circle is the focus as participants share ideas centered on a topic assigned by the facilitator. The outer circle members may participate in two ways:

a) By listening, without interruption.

b) By involving themselves in the discussion individually. This can only occur when one empty seat has been established as part of the inner circle. The speaker must take that seat, express his/her thoughts, and return to the outer circle.

SETTING PATTERNS FOR COMMUNICATION

As groups embark on a learning process, especially one which focuses on a sensitive and emotionally laden issue, essential patterns for communication must be established: communication with self and with others. Both are vital if awareness of sex-role stereotyping is to be increased and professional insights are to be gained.

A Personal Journal

A personal journal will provide participants with an introspective record of their insights as they become aware of the influence sexual prejudice has had on their lives and the lives of their students. Writing is a way of assimilating new information into a meaningful, workable frame of reference. Focus questions suggested throughout the modules will aid participants in using this medium in the most meaningful way. Participants will be invited to share their writings but will always have the option to pass.

Group Communication Skills

Interpersonal communication skills are another essential if growth is to occur. Establishing "rules" for communication facilitates the discussion of sensitive issues. *It is strongly recommended* that the following rules be introduced, practiced and modeled in all workshops designed with the help of these training modules, regardless of the length of time allotted. These help to create a climate of trust and acceptance.

1) Active listening

   Listening to another, not rehearsing or judging his/her words.

   Attending--listening with one's body (eye contact, proximity, facing speaker, etc.).

   Reflecting what one hears (paraphrasing) and what one senses, noting verbal and nonverbal clues.

   Asking questions which invite speaker to elaborate on his/her thoughts and feelings rather than answer with yes/no or with insignificant details.

2) Clear, direct communication

   "I" messages express the speaker's feelings in a nonjudgmental way. "I am disappointed that you're late" or "I am surprised to hear you say that!" This avoids blaming another for one's feelings or

behavior as in "You've made me late!" or "You can't really feel that way!" The speaker owns and takes responsibility for his/her feelings and opinions.

Discussion of ideas in order to clarify points of view, rather than *debating* issues to the point of winning/losing.

Expressing respect for all ideas--one's own and others'. Avoid:

- Killer statements: "I don't believe you said that!"
  "You're a fool if you believe that!"
- Suicide statements: "This is going to sound dumb but..."
  "I'm not too smart in this area but..."

3) An option to pass

This option should be understood and frequently reiterated during sessions. The choice of privacy should *never* be questioned.

Interaction guided by these rules will generate introspection and personal sharing in an open, caring, safe environment. Participants will get to know one another as individuals--a process that will certainly facilitate learning.

ACTIVITIES

INTRODUCTIONS

OBJECTIVE Warm-up

AWARENESS Low-High

PURPOSE

To assist participants in introducing themselves to each other and to the topic of sexism.

15

LOGISTICS

Directions posted. Chairs randomly placed in pairs.

MATERIALS

List of discussion questions for each participant.

Time Required

30-45 minutes

PROCESS

1. As participants arrive at an opening session, a list of the following questions is distributed or posted. Directions should request that participants pair up and choose at least four questions to discuss in order to introduce themselves. Participants are encouraged to avoid "census" information (e.g., name, rank, teaching level, age, etc.).
   Suggested questions:
   a) What is one significant fact about who you are today?
   b) What is one event you are really looking forward to?
   c) Who is one person who has greatly influenced your life?
   d) What is one thing you like about being male or female? One you dislike?
   e) What is one thing you like about your work? One you dislike?
   f) When are you happiest being male or female? Most unhappy?
   g) What is one skill you are proud to have?
   h) Who is a male you truly admire?
   h) Who is a female you truly admire?
   i) What is one thing you are carrying with you now which represents your masculinity or femininity?
2. When pairs have had 20 minutes to discuss, facilitator asks each to join another pair. Partners introduce each other, paraphrasing the previous discussion.
3. A total group discussion of group communication rules is a very appropriate follow-up.

WHO'S WHO?

OBJECTIVE 1

AWARENESS Low-Medium

PURPOSE

To introduce participants to evidence of sexual bias in instructional materials.

To increase participant awareness of accomplished women in the past and present.

16

LOGISTICS

Total group

22

Time Required

30 minutes

MATERIALS

Name tags
Masking tape or pins to affix name tags
Display board

See Appendix for all readings listed.

PROCESS

1. Facilitator prepares name tags carrying names of an equal number of noteworthy men and women* before group convenes.
2. As group members enter, facilitator tapes name tags, unseen by participants, on their backs. The gender of the name tag does not necessarily need to match the gender of the participant who wears it.
3. Participants circulate and, using a "Twenty Question" format, attempt to determine the name of the person they are wearing on their back.
4. As participants guess their "identity," the name tags are posted on a display board.
5. After 15 minutes, the game is stopped. Facilitator directs attention to the names which are posted; discussion follows. Focus questions include:
   a) Why did we learn about these men?
   b) How did we learn about any women leaders?
   c) What kinds of accomplishments were made by women who were identified?
   d) How did roles affect these people?
6. Facilitator provides a brief explanation of the accomplishments of each famous person.
7. Facilitator directs discussion of the roles schools play in creating awareness of women's accomplishments.

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* Appendix

SLIDE PRESENTATION

OBJECTIVE 1

AWARENESS Low-High

PURPOSE

To view a filmstrip which introduces different aspects of sexism in instructional materials.

To gain further awareness of criteria used to evaluate instructional materials for sexual bias.

17

LOGISTICS

Total group

Time Required

45 minutes to 1 hour

24

MATERIALS

Slide presentation on Sex-Role Stereotyping in Instructional Materials
Suggested packages:

-Resource Center on Sex Roles in Education, "Male and Female Images in Elementary Textbooks."

-Women on Words and Images, "Dick and Jane As Victims."

PROCESS

1. Facilitator introduces filmstrip by noting that participants have already discovered sexism in textbooks by counting the number of males, females and central characters. The filmstrip introduces several other factors to be considered when evaluating materials for evidence of sexual bias.
2. Facilitator shows slide presentation.
3. After slide presentation, participants identify other criteria for determining the sex fairness of texts (active role vs. passive role, clothing, characterizations by emotional traits).
4. Participants record in their journals three questions they feel can serve as criteria for judging the sex fairness of educational materials. This journal entry will be used in the following session.
5. Facilitator requests that participants bring copies of their own textbooks or materials to the next session. Facilitator asks participants to keep aspects of sexism in mind as they examine materials in order to determine which criteria will best test sex fairness.

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READER EVALUATION

OBJECTIVE 1

AWARENESS Low-Medium

PURPOSE

To develop a process for evaluating instructional materials for sexual bias.

To become aware of methods of material evaluation.

18

LOGISTICS

Working pairs

26

Time Required

45 minutes

MATERIALS

A variety of elementary basal readers
Tally sheet*

PROCESS

1. Facilitator distributes the tally sheet; in pairs, participants peruse an elementary basal reader, counting and tallying the number of males and females appearing in the text. In addition, they note the gender of the central character.
2. Facilitator invites feedback from the working pairs regarding their findings. After discussion, facilitator questions, "Could there be additional ways that sexual bias could be evaluated or measured?"

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* Appendix

DEVELOPING CRITERIA

OBJECTIVE 1

AWARENESS High

PURPOSE

To develop sex-fair criteria for rating instructional materials.

19

LOGISTICS

Total group divides into groups of five

MATERIALS

Questions compiled after viewing slide presentation
Newsprint
Display board
Markers
Tape

Time Required

45 minutes

28

PROCESS

1. Participants divide into groups of five to review the questions they developed (in the previous exercise) after viewing slide presentation.
2. Each small group creates a list of at least five questions which they think are important in rating instructional materials for sex fairness.
   For example:
   a) Are males and females depicted in a wide variety of occupational roles?
   b) Do both males and females demonstrate a wide variety of emotions and behaviors?
   c) Do illustrations depict realistic home and family situations?
3. Facilitator asks the groups to work together as one large group to compile a list of questions to consider when reviewing instructional materials. The group then comes to a consensus on the major criteria to use in rating instructional materials.
4. Facilitator posts consensus criteria.

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CRITERIA REVISION

OBJECTIVE 2

AWARENESS A11

PURPOSE

To make necessary adjustments to sex-fair rating criteria for school materials.

20

LOGISTICS

Total group

30

Time Required

½ hour to 45 minutes

MATERIALS

Criteria statements from "DEVELOPING CRITERIA" activity

Textbook rating experience

Readings:

#3 -"Evaluating Instructional Materials"
#4 -"Checklists for Evaluating Sexism in Readers"
#5 -"Checklist for Evaluating Sexism in Secondary Textbooks"

PROCESS

1. Facilitator notes that after applying the criteria for sex-fairness, it is likely that the criteria developed will need modification. Facilitator invites participants to share with the total group any frustrations encountered in the textbook review process.
2. Facilitator directs the group to BRAINSTORM* any needed changes in the criteria. Facilitator records these changes.
3. Facilitator has finished criteria typed for distributing to participants at the next session.
4. Facilitator cites samples of rating scales for different content areas.** These are examples of sex-fair rating scales that have been used in other communities and that might be of further help.

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* See definitions
** Appendix

HOW DOES IT WORK?

OBJECTIVE 2

AWARENESS High

PURPOSE

To rate school materials with the criteria developed by the group.

To share findings of materials' evaluation with the group.

21

LOGISTICS

Small groups (4-5)

MATERIALS

Own textbooks
Criteria set by group in preceding activity:
("DEVELOPING CRITERIA")

Time Required

45 minutes to 1 hour

32

PROCESS

1. Participants scan their own classroom textbooks, using the criteria developed by the group to determine the sex fairness of school materials. Suggested amount to scan is 30 consecutive pages; math teachers do 5 sets of story problems. Facilitator allows 20-30 minutes for this process.
2. In small groups (4-5) participants report findings.
3. After approximately 15 minutes, facilitator invites small groups to share findings by responding briefly to one of the following questions.
   a) One thing I noticed was ...
   b) I was pleased to find ...
   c) I was discouraged to find ...

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MATERIALS SELECTION PROCESS - HOW DOES IT WORK?

OBJECTIVE 3/4

AWARENESS High

PURPOSE

To inform participants of local policies and procedures for evaluation and selection of instructional materials.

22

LOGISTICS

Total group

34

Time Required

1½ hours

MATERIALS

Curriculum Coordinator or Director of Curriculum

PROCESS

1. Facilitator invites the Director of Curriculum or other representative of the Curriculum Department to speak to the group.
   The following questions will assist the speakers in focusing their remarks.
   a) How are textbook and curriculum decisions made?
   b) How much input do teachers/principals have?
   c) What criteria are used?
   d) When are the next changes expected and in what areas?
   e) If participants developed and presented criteria to eliminate sex-role stereotyping in future material selection, to whom should they present it? What are the chances for adoption of these criteria?
2. It is recommended that the presentation be followed by a "FLEXIBILITY CONTINUUM."

35

FLEXIBILITY CONTINUUM

OBJECTIVE 3/4

AWARENESS High

PURPOSE

To examine the flexibility of local curriculum policies in order to determine the potential for change.

LOGISTICS

Groups of 4-5 for discussion

MATERIALS

Duplicated list for rank-order*

Time Required

45 minutes

PROCESS

1. Following the speaker's remarks and questions, participants rank-order the following persons in terms of the influence they have on materials selection. (1 = most influence, 6 = least influence). Each participant receives a duplicated list to complete individually.
2. In groups of four or five, participants share their reactions to the presentation and to the rank ordering, giving rationale behind their choices.
3. Groups may develop a consensus list of steps to begin effecting change process, if desired.

* List should contain 6 of the following:

teachers	money
parents	Board of Education
counselors	superintendent
curriculum director	student needs

COPING CREATIVELY

OBJECTIVE 5

AWARENESS High

PURPOSE

To help participants devise ways to combat sex-role stereotyping in instructional materials.

24

LOGISTICS

Total group

38

Time Required

1½ hours

MATERIALS

A well-known children's book from an elementary library. Some suggested titles include:

A Rose, a Bridge, and a Wild Black Horse, by C. Zolotow
Nobody Listens to Andrew, by E. Guilfoile
Dan Frontier (series), by W. Hurley
Amy and the New Baby, by M. Brown
What Mary Jo Shared, by J. Udry
Let's Be Enemies, by J. Udry
Curious George Goes to the Hospital, by M. Rey

PROCESS

1. Facilitator reads one of the suggested books to the group, displaying the pictures. Facilitator reminds the group that this book and its pictures cannot be modified. The group lists possible ways to deal with the sex-role stereotyping found in this book.
2. In teaching-level groups, participants brainstorm similar techniques appropriate to their teaching level. This list should emphasize immediate feedback to assist students in becoming aware of any sexist overtones in instructional materials. Each group compiles a list of brainstorm results for distribution to all participants.
3. Upon completion of the task, facilitator asks the subgroups to share lists of the generated courses of action. Participants then discuss the realism of the suggested actions. Facilitator asks each participant to set a personal goal that deals with the modification of sexist materials; their goals should be written in their journals. The goals should:
   a) have a set time limit for completion,
   b) be achievable,
   c) be measurable,
   d) be something that the individual really would enjoy doing.

   Facilitator asks each participant to share his/her goal with the group so that others can help individuals establish achievable goals. It is suggested that participants share the results of their goal-setting at the next meeting.

31

CREATE A SEX-FAIR STORY

OBJECTIVE 5

AWARENESS Medium-High

PURPOSE

To create a sex-fair story.

To reinforce sex-fair portrayal of males and females in instructional materials.

25

LOGISTICS

Pairs and small groups

MATERIALS

Reading #6:

Johnson Laurie Olsen, Recommendations for Eliminating Sex-Role Stereotyping in Elementary Texts.

Time Required

45 minutes to 1 hour

40

PROCESS

1. Facilitator instructs pairs to create a children's story free from sex-role stereotyping. Illustrations may accompany their creation. Facilitator encourages any innovative approaches to this exercise.
2. After 30 minutes, participants form groups of eight. Each pair shares the story they created.
3. A large group whip to express impressions of this exercise provides closure.
4. Facilitator distributes the following resource:

   Johnson Laurie Olsen, Recommendations for Eliminating Sex-Role Stereotyping in Elementary Texts.

VARIATION

1. Participants choose a familiar nursery rhyme to rewrite.
2. Participants "reform" and present a familiar children's play to the group.

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SUPPLEMENTAL ACTIVITIES

CONTRACT SETTING

OBJECTIVE Warm-up

AWARENESS

PURPOSE

To build a mutually agreeable contract between participants and trainers.

To bring to surface critical concerns and key questions of participants and trainers.

To set ground rules for sessions, including norms such as honesty, and procedures such as beginning and ending times.

To build trust, openness, and honesty among participants and with trainers.

29

LOGISTICS

Room large enough for small groups or separate rooms. Chairs in circle, each small group with its own chart pad, markers, and masking tape.

MATERIALS

Small pad
Chart pad
Felt tip markers
Masking tape

Time Required

1 to 3 hours

43

PROCESS

1. Facilitator asks participants to list the goals and objectives they want accomplished by the end of the sessions. The task may be posed as follows:

   "If this training program was extremely successful for you, what would you want accomplished by its end for yourself? What questions would you want answered? How would you like to feel? What would you like to believe? What would you like to have happen in this small group?"

   Answers are shared and are written on chart pad. When a range of answers has been written on the large pad, the group is asked to look for agreements and apparent priorities. If there is time, a consensus list can be developed that sets objectives for the session.

2. The facilitator is <u>not</u> passive during this time. She or he can suggest her or his objectives and desired outcomes. During this process, or at the end, the facilitator reviews the objectives and assesses whether the training program as presently designed or as possibly modified can meet group needs. The facilitator <u>honestly</u> shares with the group which objectives s/he considers to be achievable and nonachievable. This is an important part of the contract-building process in which the facilitator is honest with the group and makes no false promises about what the training program can deliver.

3. To identify group resources, participants and trainers share the resources they bring to accomplish the group objectives. Resources can include information, skills, openness, discipline, promptness, etc. Facilitators should make note of the resources in the group and be willing to use those resources as appropriate in the training experience.

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OBJECTIVE _____

AWARENESS _____

PURPOSE

30

LOGISTICS

MATERIALS

Time Required

PROCESS

VARIATION

1. Facilitator utilizes statement of intent. If a group is large, some words need to be said to the whole group prior to division into small groups. Opening remarks may sound as follows:

   "In trying to deal with a complex issue such as sexism, we have learned that we as trainers and you as participants bring a great variety of concerns, questions, and resources to the task. In order that we might get better acquainted, share our concerns, recognize our questions, and identify the multiple resources that are in the room, we suggest that we begin our program by building a contract with each other. This contract will set the foundation for our work together. We will divide into a number of groups, each with its own facilitator, and the contract building will occur within those small groups.

   Facilitator then divides the group by a prearranged method (by sex or some other criterion). If the division is by sex, the men's and women's contracts should be placed side-by-side at the conclusion of the experience and any glaring differences that would affect women and men working together should be adjudicated. If the group is not divided along sex lines, the need for this comparison is not as great. Only glaring differences, which usually do not exist, need to be addressed.

   Credit: Mary M. Campbell and Robert W. Terry, Handbook of Training Activities to Combat Sexism in Education. Program for Educational Opportunity, University of Michigan, Ann Arbor, Michigan.

MEN AND WOMEN IN HISTORY

OBJECTIVE 1

AWARENESS Low

PURPOSE

To introduce participants to evidence of sexual bias in instructional and counseling materials.

To increase awareness of accomplished women of the past and present.

31

LOGISTICS

Total

Time Required

30 minutes

MATERIALS

Reading #7 entitled: "Perception of Men and Women in History"
Writing utensil

PROCESS

1. Facilitator distributes Reading #7 to each participant, instructing him/her to complete as many categories as possible in 15 minutes.
2. When individual work is completed, participants form groups of 4-5 in which they share their listings. Participants note any significant patterns, gaps, and implications of the results of the test. Results will usually point to the fact that information related to accomplished women is less widely available and used.
3. Facilitator invites a statement from each small group summarizing their impressions and learning from this exercise.

VARIATION

1. Facilitator uses a voting format to survey group for their knowledge of male and female historical figures. Focusing on 7 or 8 categories, facilitator records the number of females listed.
2. While recording, facilitator notes the categories where women were easily remembered and asks the group:
   a) What type of accomplishment brought them their fame?
   b) Were they in "female-oriented" roles?

DIFFERENTIAL TREATMENT

OBJECTIVE 5

AWARENESS Medium

PURPOSE

To engage the group in problem-solving around a common issue of sexism.

LOGISTICS

Small groups (4-5)

MATERIALS

Newsprint and markers

Time Required

45 minutes

PROCESS

1. Present group with the following problem:

   Children need positive images of men and women in the books they read, both fiction and non-fiction. Many teachers and librarians say that girls will read books about boys but boys will not read books about girls. Since boys have more reading difficulties than girls in the early years, they need the extra encouragement of reading mostly about boys and men. What can be done about this?

2. In small groups have them generate solutions to the problem.
3. Share solutions and discuss their feasibility for implementation.

VARIATION

1. Present group with any other relevant problem.

Adapted from A Child's Right to Equal Reading, NEA publication.

APPENDIX

"WHO'S WHO?" ANNOTATIONS

Abigail Adams
Abigail Adams wrote in a correspondence to her husband John Adams a postscript which read, "By the way, John, I desire you would remember the ladies...and be more generous to them than your ancestors."

Susan B. Anthony
The 19th-century suffragist who struggled to gain the adoption of the 19th Amendment to the Constitution, which granted women the right to vote.

Shirley Chisholm
A Democrat and an advocate of human rights issues, she became the first black woman to win a seat in Congress in 1968.

Mary Baker Eddy
The late 19th-century founder of the Christian Science religion, which subsequently produced and published the *Christian Science Monitor*, one of America's most widely read daily newspapers.

Jane Goodall
A widely acclaimed 20th-century authority on the science of animal behavior and zoology, she is recognized for her extensive studies on the ape family.

Billie Jean King
Billie Jean King, former top-ranked female tennis player and Wimbledon Championship veteran.

Marilyn Monroe
The motion picture sex symbol of the 1960s.

Annie Oakley
The shrewd but whimsical gunslinger of the early 1900s; famous for her daring feats of shooting skill in "Buffalo Bill's Wild West Revue."

Mary Shelley
Author of *Frankenstein* and the daughter of the 18th-century author and women's rights activist, Mary Wollstonecraft.

Elizabeth Cady Stanton
Elizabeth Cady Stanton, a 19th-century suffragist, feminist, and abolitionist, has been deemed the "Great Pioneer of Women's Suffrage" because of her public demand for voting rights in her "Declaration of Sentiments," which was made famous when conceived and presented at the first U.S. Women's Rights Convention in 1848.

Harriet Beecher Stowe

Harriet Beecher Stowe, a 19th-century author, historically memorable for her writing of *Uncle Tom's Cabin*.

Sojourner Truth

Born into slavery in 1797, Sojourner Truth was a courageous abolitionist whose concerns went beyond Negro freedom to encompass comparisons of the similarities between Negro emancipation and women's equal rights.

Barbara Walters

Barbara Walters began her livelihood in television as a producer/writer when she joined the NBC "Today Show" to prepare programming of interest to women. Since then she has become the nation's first evening news anchorwoman on network television.

* * * * *

Julian Bond

Julian Bond, black civil rights politician, presently holds the office of state legislator in Georgia.

Daniel Boone

Daniel Boone, the 18th-century hunter and pioneer explorer, now a legendary American folk hero, led the party that cleared a route through the Appalachian Mountains to central Kentucky in 1775, a feat which helped to eventually open up the West.

Walter Cronkite

National newsbroadcaster for CBS television since 1952, he is regarded as the "elder statesman of television news."

John Dewey

John Dewey, an early 20th-century philosopher, psychologist, and educator, posed ideas on education that have greatly affected the American educational system.

Thomas Dooley, M.D.

Thomas Dooley, M.D., started his career in service overseas when treating victims of the war, an experience which led him to doctoring the sick and dying of the world's underprivileged countries. He returned to the United States to report his experiences as a 20th-century "Jungle Doctor" through several books.

Thomas A. Edison

Thomas A. Edison, noted for his scientific research and inventions in the late 19th and early 20th centuries, is best known for his creation of the phonograph and incandescent lamp.

Clark Gable

Clark Gable, star of over forty motion pictures, reigned as the "king" of leading men for almost a quarter of the 20th century. He portrayed a romantic hero with bravado, as exemplified in his most outstanding role as Rhett Butler in *Gone with the Wind.*

William Lloyd Garrison

A fervent agitator of the antislavery movement, he contributed greatly to the mid-19th-century abolition of slavery.

Billy Graham

Billy Graham, the United States' most influential 20th-century Christian evangelist, has gained notoriety through his nationwide religious crusades, syndicated radio shows, and syndicated newspaper column.

Willie Horton

A crowd-pleasing major league baseball player, he earned his popularity while playing for the Detroit Tigers and the Texas Rangers.

Thomas Jefferson

A political philosopher in the late 18th century, third President of the United States, and one of the chief contributors to the Declaration of Independence.

Abraham Lincoln

The 16th President of the United States, he had a genuine concern for the Negro slaves and favored an amendment to free them.

Upton Sinclair

The 20th-century author of *The Jungle*, the highly criticized novel about social conditions among immigrant workers in Chicago and the operations of the meat packing industry. The book gave impetus to the passing of pure food and drug laws.

John Wayne

John Wayne ("the Duke"), a contemporary American hero of motion picture westerns for over two decades, is characterized both on-stage and off as a harsh, two-fisted but kind-hearted, good guy.

READING 2

ELEMENTARY READER REVIEW

BOOK _____ PUBLISHER _____ COPYRIGHT DATE _____

STORY	HOW MANY APPEAR?		WHO IS CENTRAL CHARACTER?		COMMENTS
	M	F	M	F	

EVALUATING INSTRUCTIONAL MATERIALS

...The role of the school in the development of students' self-image and attitude toward others [is vital]. This influence is felt especially in the school's instructional materials: the books, films, tapes, records and television programming used in classrooms. What we see, hear and read about people in school is in large part what we acknowledge to be true.

The power of instructional materials to shape attitudes is particularly strong and direct in the early and middle grades, when they constitute much of the student's information about the world. But the influence is still there in high school and in college. As is the case with the curriculum, the material contained in textbooks represents--at least by inference--both the kind of learning and the particular content that has the institutional stamp of approval. By consequence, it is again the knowledge that is easiest for a student to acquire. Moreover, it is not unfair to assert that textbooks sometimes determine curriculum, and that what is covered in the text ends up being what the school in fact teaches.

The direct implication is that it is critically important for the materials used in schools to foster a sense of personal worth and dignity and a respect for the abilities and rights of *all* people--of all races, of all ethnic backgrounds, and of both sexes.

An examination of instructional materials is convenient because it provides a project with a clear and tangible focus. It may be helpful to follow these steps:

1. Examine both the procedure and the criteria for selecting new instructional materials. A lot of time and energy can be saved later if the consideration of sexism is made a part of initial textbook selection.

2. Take some time at the outset to consider alternatives should the examination discover sexist materials. How soon could such materials reasonably be discontinued? What could be done in the meantime to offset their influence?

3. Begin by evaluating only selected materials, preferably those in widest use or those about to be adopted.

* * * * *

Reprinted from Chapter III, *Self-Study Guide to Sexism in Schools* (1977). Pennsylvanians for Women's Rights and the Pennsylvania Department of Education.

Sexism in learning materials may take many forms and, because most of us have always used textbooks that sex stereotyped men and women, it may at first be difficult to identify. In general, a book (film, tape, etc.) about which any of the following is true is sex-biased:

1. Personality traits, aspirations, abilities, vocations are identified with sex.

2. *Most* women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic.

3. *Most* men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.

4. Little space and/or serious attention is given to women's accomplishments *in a wide variety of fields.*

It is worth pausing to emphasize the word *most*: The goal is not to portray all women as bold and aggressive, or all men as timid and self-effacing. The important point is that such traits should not be associated with sex at all. Some *people* are bold while other *people* are timid. Instructional materials should not show a pattern of linking such individual characteristics with groups defined on the basis of sex.

* * * * *

At the end of this section is a checklist for analyzing instructional materials. This particular list is designed for elementary readers. However, since the general concepts apply to all kinds of instructional materials, it can readily be adapted to suit any curricular area at any educational level. The following additional criteria may be helpful in making adaptations. These are traits of *non*sexist materials:

Picture Books

1. The female figure is shown to be equally as competent as the male figure.

2. The female figure is shown as frequently as the male figure.

3. The female and male figures engage equally in activities. Examples: *"All the children ran," "All the children washed the dishes."*

4. Females are shown in a variety of occupations.

5. Stereotypes of family roles are avoided. Examples: The mother sometimes works outside of the home, while the father works in the home.

6. Female figures are proud and happy to be females.

7. Male figures are shown with emotions appropriate to the situation. Example: Fathers show tenderness toward children.

Language Arts

Readers:

1. Girls are depicted as often as boys, women as often as men.

2. Females' roles are as varied as males' roles.

3. Females face and solve their own problems.

4. Females' accomplishments, not their clothing or features, are emphasized.

5. Derogatory references (*tomboy, sissy, old maid*) are omitted.

6. Biographies of women (beyond mere tokenism) are included.

Anthologies:

1. Selections by and about women are included.

2. Biographical headnotes on authors do not imply that women write *intuitively* while men are *conscious artists.*

3. Background materials discuss the position of women in the society of the era, attitudes toward women writers, and the social, political, and economic implications of literary conventions regarding women.

Language Texts:

1. Stereotyping (such as associating women with the kitchen and men with business) is avoided in introducing vocabulary units.

2. Assumptions about women inherent in the language are discussed. Example: *masculine and feminine.*

3. Constant listing of the feminine pronoun in a secondary position (such as *he and she* and *he, she, it*) is avoided. (An alternative is to list them alphabetically: he/she, her/his.)

Social Studies

History:

1. The roles of women are treated equally with the roles of men. They are given equal attention and equal importance is attached to them.

2. Women are depicted in a variety of roles.

3. Women in nonstereotyped roles (such as politician and labor leader) are treated sympathetically and seriously, not as laughable oddities.

4. The women's movement is discussed as a serious and continuing struggle, not one that ended with the right to vote.

5. Subsuming terminology (such as "the pioneers and their wives" and "the settlers and their wives and children"), which suggests that women were not pioneers and settlers, is avoided.

6. The exclusive use of man or men or mankind for people is avoided.

Sociology and Psychology:

1. The process of social conditioning is described in such a way as to make it clear that masculine and feminine are socially defined concepts that vary from culture to culture.

2. Non-Freudian studies of female psychology by feminist psychologists and psychiatrists are included.

3. Courses and units on marriage and the family should be expanded to present a variety of life styles (such as single adult living).

4. Courses and units on human development stress individual growth, not adjustment to a statistical norm.

5. Divorce, illegitimacy, juvenile delinquency and prostitution are treated as problems of the whole society. It is not suggested that these are problems created or increased by the emancipation of women.

6. The text indicates that a division of labor based on physical differences ceases to be essential in an automated, mechanized society.

Economics:

1. Information on women in the labor market is included.

2. The problem of sex discrimination is discussed.

3. The subject of women and property laws, and the effect of marriage on a woman's property rights, is discussed.

4. Woman is examined as a consumer, including methods of manipulation by the media.

5. The positions of women under different economic systems are examined.

6. Sex stereotyping (such as having women concern themselves with the household budget and men with the stock market) is avoided.

Political Science:

1. The legal status of women is discussed.

2. The underrepresentation of women in all levels of government is discussed.

3. Government and policy making are treated as appropriate vocations for both men and women.

Arithmetic and Mathematics

1. Examples should be drawn from all aspects of life. Boys and girls depicted in examples should not be sex stereotypes (e.g., boys as well as girls should bake cookies and girls as well as boys should build club houses).

2. Suggestions that women are incompetent in mathematics (such as "Jane's way" and "John's way" to depict the long and short method, the wrong and right way) are avoided.

Home Economics/Industrial Arts

1. All areas of practical information for personal survival (from cooking and sewing to the use of simple tools and auto repair) are described to facilitate the movement away from sex-segregated courses.

2. Suggestions that certain kinds of work are for women, others for men, are avoided.

Fine Arts

1. Achievements of women and men are discussed with equal attention and seriousness, and research is encouraged.

2. The text does not suggest that participation in certain of the arts indicates sexual abnormality (such as ballet for men).

3. Artistic conventions regarding women are discussed.

4. Discussions do not suggest that women excelling in the arts do so because they are naturally more subjective and intuitive and, therefore, artistic in some respects.

5. Art history texts discuss domestic crafts as important contributions.

Sex Education

1. Depending on the age level, the text includes some or all of the following subjects:

   - Equality as the necessary basis for a love relationship
   - The social and political implications of the double standard
   - Sex, reproduction and parental responsibility
   - Birth control methods and reliability
   - A definition of sexuality in non-Freudian, nonstereotyped terms

Natural and Physical Sciences

1. The discoveries and achievements of women are discussed with equal seriousness and attention as those of men. Example: Madame Curie is shown as someone [who is] more than her husband's assistant.

2. Problems and/or discussion questions avoid sex stereotyping, and illustrations show girls working out science problems as often as boys.

ADDITIONAL RESOURCES

Studies of sexism in instructional materials are appearing almost too rapidly to keep track of. Listed below are seven resources which can be obtained cheaply and easily and which may be helpful. Other resources are listed in the Joint Task Force on Sexism in Education Report.

Elementary and Secondary Textbook Evaluation Sheets.
(Guidelines for Evaluating Curriculum Materials K-12, compiled by Kalamazoo citizens. Send 10¢ plus stamped, self-addressed envelope to: Ms. Aleene Dietrich, 2425 University Avenue, Kalamazoo, Michigan 49008.)

The Feminist Press.
(Write for information about curriculum and materials, for a bibliography of nonsexist books, and for the *Women's Studies Newsletter* with continuing discussions on sexism in education to: Florence Howe, The Feminist Press, Old Westbury, N.Y. 11568.)

Feminists on Children's Media. "Little Miss Muffet Fights Back." New York, 1971.
(A 200-item annotated bibliography of nonsexist books for children 3-15. Send 50¢ in coin plus a stamped, self-addressed 4 x 9-1/2 inch envelope to: Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, N.Y. 10017.)

Key, Mary Ritchie. "The Role of Male and Female in Children's Books - Dispelling All Doubt," *Wilson Library Bulletin*, 45 (Oct. 1971). 167-76.
(A summary of studies conducted by psychologists, citizens' groups, and interested individuals which reveals a discouraging consistency and similarity in the level of prejudice aimed against girls in children's books.)

Resource Center, National Foundation for the Improvement of Education.
(A Ford Foundation-funded effort to provide technical assistance in eliminating sexism in schools. For information, write: Shirley McCune, National Foundation for the Improvement of Education, 1507 M Street N.W., Washington, D.C. 20036. NOTE: The Feminist Press is participating in this project.)

Sexism in Education. Minneapolis, Minn.
(An information packet including proposals for change in instructional materials K-12 and resource lists. Send $3.50 to: Emma Willard, Task Force on Education, 1520 West 27th Street, Minneapolis, Minn. 55408.)

Women on Words and Images - A Task Force of Central New Jersey NOW. *Dick and Jane as Victims: Sex Stereotyping in Children's Readers*, 1972.
(A detailed evaluation of elementary readers. Send $1.50 to: Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540. Audio-visual presentation available at $35.00 rental.)

Additionally, a number of commercial textbook companies are now beginning to reexamine sexism in their products. Some of these are: Scott, Foresman, and Company, 1900 E. Lake Ave., Glenview, Ill. 60025 (this publisher has a manual on sexism in textbooks available); Houghton Mifflin Company, Education Division, 100 Tremont St., Boston, Mass. 02107; McGraw-Hill Book Company, 330 W. 42 St., New York, N.Y. 10036; and J. B. Lippincott Company, E. Washington Square, Philadelphia, Pa.

A comprehensive bibliography of feminist materials, including a section on sex stereotypes in instructional materials, is now available from the Pennsylvania Department of Education. Entitled *Images on Women*, this document can be obtained free of charge by writing:

The Bureau of Curriculum Services
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

CHECK LIST FOR EVALUATING SEXISM IN READERS

Go through each book you are planning to use for the points listed below:

	MALE	FEMALE
1. Number of stories where main character is:		
2. Number of illustrations of:		
3. Number of times children are shown:		
a. in active play		
b. using initiative		
c. independent		
d. solving problems		
e. earning money		
f. receiving recognition		
g. inventive		
h. involved in sports		
i. being passive		
j. fearful		
k. helpless		
l. receiving help		
m. shown in quiet play		
4. Number of times adults are shown:		
a. in different occupations		
b. playing with children		
c. taking children on outings		
d. teaching skills		
e. giving tenderness		
f. scolding children		
g. biographically		

5. Ask these questions:

   a. Are boys allowed to show emotions?
   b. Are girls rewarded for intelligence rather than for beauty?
   c. Are there any derogatory comments directed at girls in general?
   d. Is mother shown working outside the home? What kind of job?
   e. Are there any stories about one-parent families? Families without children? Are babysitters shown?
   f. Are minority and ethnic groups treated naturally instead of stereotypically?

Adapted from Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Copyright © 1975 Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540. Available for $2.50, prepaid.

READING 5

CHECK LIST FOR EVALUATING SEXISM IN SECONDARY TEXTBOOKS

Go through each text you are planning to use for the points listed below:

	MALE	FEMALE
1. Number of chapters/sections where individuals are mentioned:		
2. Number of illustrations of:		
3. Number of times individuals are shown/ described:		
a. using initiative		
b. being independent		
c. solving problems		
d. earning money		
e. receiving recognition		
f. being inventive		
g. observing		
h. being passive		
i. leading		
j. being fearful		
k. being helpless		
l. receiving help		
m. assisting		
4. Number of times adults are shown/ described:		
a. in different occupations		
b. with children		
c. teaching skills		
d. commanding and directing others		
e. helping/nurturing others		
f. biographically		

5. Ask yourself the following questions:

   a. Are males and/or females pictured/described as showing emotion?
   b. Are males and/or females described/rewarded for their intelligence and achievements?
   c. Is the male pronoun always used for the third person singular referent? (e.g., The individual showed his spirit when put to the test.)
   d. Are there any derogatory comments, descriptions or examples directed at males and/or females in general?
   e. Are males and females both represented in non-traditional as well as traditional roles and occupations?
   f. Are minority and ethnic groups treated naturally instead of stereotypically?

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RECOMMENDATIONS FOR ELIMINATING SEX-ROLE STEREOTYPING IN ELEMENTARY TEXTS

by Laurie Olsen Johnson

In every society, social roles are assigned to individuals on the basis of sex. Individuals are generally expected to engage in certain kinds of behavior and to refrain from others, to possess certain skills and aptitudes, and to exhibit emotional characteristics according to whether they are male or female. Specific sex-role behavior differs greatly from culture to culture, and what may be "male" behavior in one culture may be considered "female" behavior in another. Research indicates that children in all cultures learn at a very early age what behavior is expected of them in terms of sex, and can identify toys, occupations, colors, and clothes as "male" and "female."

Our world is one of rapid change. Today, the stereotypes and the code of expected sex-role behavior commonly presented in school textbooks is no longer consistent with reality. The perpetuation of traditional stereotypes through school materials can have a damaging and inhibiting effect on the development of both boys and girls.

Education includes not only the acquisition of skills and knowledge, but also the development of a sense of self. It is important that each student come to an understanding of his or her full worth as an individual in an atmosphere free from bias, one that does not classify without regard to individual preference and aptitude, and does not assume restrictions without providing opportunities. Those involved in the development of educational materials are undoubtedly key figures in the shaping of the aspirations of the young. The textbooks used throughout the country define much of what will and what will not be taught in the classroom. In addition, children look to them as a major source of information about the world.

For these reasons, we feel it is important that curricula eliminate what sex-role stereotyping does exist. To this end, we offer the following guidelines.

In general, if you are directing a project, watch to see that there is a balance in the number of "boy" stories and "girl" stories, and try to construct your anthologies or projects to reflect as nearly as possible a 50/50 ratio of boys to girls.

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Portrayal of Girls

In the curriculum materials, girls are generally portrayed as passive individuals who are dependent on the male figures in their lives. They are seen as neat, domestic, and well-behaved individuals who are fairly incompetent when it comes to any type of activity outside of domestic household chores and child care. They are also unable to undertake tasks which require physical strength or endurance. Most school materials indicate that a girl's main goal in life is to become a wife and mother. Any career aspirations which happen to be a part of a girl character's make-up tend to be for careers which will not conflict with the role of wife and mother. To correct this problem, try the following:

- Show girls achieving academically and being rewarded for such achievements.
- Portray girls as mischief-makers every once in a while.
- Portray girls as decision-makers.
- Show that girls do have determination, guts, and a willingness to stand up for what they believe is right.
- Show girls participating in outdoor activities which require physical coordination and some strength, such as camping and athletics.
- Have girls doing adventurous and exciting activities.
- Portray girls cooperating with other girls in various adventures or creative situations. Avoid the stereotyped situations in which girls are seen doing silly things, or competing with each other for male attention.
- Show that girls who are not particularly attractive according to present-day standards may still lead active and exciting lives.
- Show that girls who are smart, academically inclined, or leaders can still be popular among their peers, both male and female.
- Show girls working toward a wide variety of career goals. Portray girls who are interested in science, electronics, computers, law, politics, economics, or business, as well as girls who want to become homemakers, models, teachers, beauticians, nurses, or entertainers.

Portrayal of Boys

According to most schoolbooks, boys are brave adventurers, problem-solvers, mischief-makers, and seldom show emotion. There is nothing wrong with portraying boys as daring and adventurous, but a realistic balance should be attempted. In real life boys are often frightened, display emotion, and generally function in nonadventurous situations. To achieve a realistic balance, try the following:

- Show boys having fun indoors doing quiet activities (or outdoors doing nonathletic or not particularly adventurous activities). For example, boys learn to play musical instruments, cook, paint, read, and study.

- Show that boys can experience a whole range of emotions. They can be frightened or upset, can feel like crying, and sometimes even cry. Show that the ability to honestly display emotion, or to face deep feelings, is a good trait.

- Show that boys can be helpful to other beings besides girls and mothers. Portray boys helping other boys, their fathers, pets, and other adults in their lives.

- Show boys who are quiet, gentle, sensitive, and sometimes passive.

- Show that boys can be self-sufficient. Boys can make their own lunches, repair clothing they have torn, or clean up after they have made a mess.

- Show that boys can be perplexed about the solutions to problems, and can seek answers from girls.

- Show some boys as well-behaved and have them rewarded for their good behavior. In doing this, use realistic boy models. Some boys really are concerned with cleanliness, grooming, being polite, living up to their responsibilities, trying not to hurt people's feelings, and allowing others to be leaders.

Portrayal of Boys and Girls in Mixed Situations

When boys and girls are shown working or playing together in textbooks, the boys are generally portrayed as the leaders of the group, or as the oldest, most knowledgeable, most dependable, or most innovative members of the group. To achieve a more realistic balance, try the following:

- As you show girls and boys actively involved in an activity, have the girls participating in decision-making on an equal par with boys.

- Have girls as well as boys coming up with problem solutions, and have the female problem-solvers recognized for their good ideas by the other boys and girls in the group.

- Show that it's all right for a boy to be helped by a girl, and that this does not necessarily make the boy any less of a person, or any less of a "man."

- When presenting boys and girls interacting, avoid having the children do activities generally connected to one or the other of the sexes. For example, avoid having the girls clean up a mess created by boys.

- Eliminate scenes in which boys and girls toss sarcastic, flip, or derogatory comments at each other because of their sex, unless such scenes are central to a conflict situation which is resolved. Comments like "You're just a girl," "You're pretty smart for a girl," and "Ick! Dolls!" or "Boys are always a lot of trouble," "Boys will be boys," "You're just a boy. You wouldn't understand," or "Ick! Baseball!" lead to unfortunate and unrealistic stereotyping.

Portrayal of Mothers and Adult Women

Mothers are generally portrayed doing household chores or caring for children. For the most part they are seen in textbooks cleaning, cooking, or serving meals. Yet mothers usually have many interests outside the home. They enjoy reading, working at hobbies, gardening, being active in civic affairs, playing instruments. They balance checkbooks, drive cars, fix things around the house. They are involved in hundreds of things schoolbooks never hint at. Further, mothers make important decisions in the home, yet fathers are generally shown making all important decisions independently.

Many adult women--including four out of ten mothers--hold jobs. They work in a wide range of occupations. Yet when women are shown working they are seen in a limited number of occupations. They are generally portrayed as teachers, nurses, or secretaries. Rarely, if ever, are they portrayed as bus drivers, lawyers, doctors, chemists, or in the large variety of occupations at which they actually work. To achieve a more realistic portrayal, try the following:

- When women are shown in the home, have them doing things other than housework.

- Avoid having women fall apart in crisis situations and need a man to rescue them.

- Show women as decision-makers, both in the home and in occupational situations.

- Show mothers playing with, enjoying, helping, and showing things to their children--not just feeding and cleaning up after them.

- Portray women in the full variety of occupations in which they work. Show women doctors, engineers, police officers, and biologists, as well as women secretaries, teachers, and nurses.

Portrayal of Fathers and Adult Men

In textbooks, fathers are for the most part portrayed as highly competent, dependable, tall, and strong. In the family they are usually seen as the breadwinners and decision-makers. They seem to be the parent who does the fun things with the children, taking them on trips, helping them solve problems, and buying them treats. Fathers are rarely seen helping around the home, except as "fix-it" men or gardeners. Adult men in general are rarely seen showing any emotion. More balance should be brought into this portrayal. To achieve a more realistic portrayal, try the following:

- Show men involved in domestic chores. Men do dishes, put children to bed, clean, cook, discipline children, and help set tables.

- Show that men can be self-sufficient when it comes to running a household, cooking, cleaning, and mending clothes.

- Show men supporting the female members of the family in their efforts to accomplish things for themselves, such as seeking careers, creating things, or studying to improve their work or themselves.

- Show that men do show emotion and do have feelings. Fathers get angry with their children, get mushy, and hug their children with joy. Adult men sometimes show disappointment.

- Show fathers sharing in decision-making with their families.

Portrayals in Artwork and Illustrations

The illustrations in our textbooks and school materials provide visual statements on what the world is like. Taken as a whole, these statements are largely inaccurate. Girls are shown in dresses and neat attire even when involved in activities where this might be highly impractical. Mothers are usually portrayed in dresses, high heels, and aprons. Boys are consistently drawn taller than girls, and a single standard for "normal" physical appearance for both boys and girls is maintained. Boys are portrayed as active, moving, and are placed in the foreground, while girls are quiet and on the sidelines. Adult men are portrayed as tall, strong, and good-looking. Finally, 40 percent of our work force is female; this is not reflected pictorially in schoolbooks even when the opportunity is present. To correct this problem, try the following:

- As a general rule, have people wearing clothing appropriate to the activity in which they are involved. Show girls in casual play clothes when they are playing on a slide or in a sandbox. When mothers are cleaning house, have them dressed in casual work dresses or slacks; avoid having a mother cleaning the house while she is wearing high heels.

- When portraying a group of children of the same age, make sure that they are different heights. Have some girls who are taller than the boys.

- Allow boys to be portrayed in quiet, passive postures.

- Avoid having only girls watching the action from the sidelines.

- Have a smattering of both girls and boys in glasses, with freckles, with lost teeth, or with braces. Do not use a single standard of physical appearance; use reality as your guide.

- Avoid linking colors with sex. Both boys and girls should be portrayed in bold colors, as well as in pastels.

- Portray women in a variety of vocations. Women can be bank tellers, managers, secretaries, nurses, doctors, police officers, lab technicians, bus drivers, etc.

- Give men a variety of physical appearances. Some men are tall, strong, and handsome, but others are short, fat, and have bald spots.

PERCEPTION OF MEN AND WOMEN IN HISTORY

Fill in columns 1 and 3 with the first people in history that come to your mind from the category in column 2. When you have completed the exercise, review your answers. Are there significant trends, gaps, implications?

MEN	CATEGORY	WOMEN
	leader	
	sinner	
	mythical character	
	philosopher	
	sex pot	
	writer	
	pioneer	
	scientist	
	saint	
	warrior	
	Biblical character	
	politician	
	dramatist	
	famous parent	
	historian	
	ruler	
	musician	
	healer	
	artist	
	church authority	